DOCUMENT RESUME

ED 045 948 AC 008 969

AUTHOR Hamrick, Wally
TITLE Community Services Programs in Non-Urban Community Colleges.
INSTITUTION Michigan State Univ., East Lansing.
REPORT NO RR-1
PUB DATE Jun 70
NOTE 26p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Community Characteristics, *Community Colleges, *Community Service Programs, *Educational Opportunities, Program Planning, Research Needs, *Responsibility, *Rural Areas
IDENTIFIERS *Kellog Community Services Leadership Program

ABSTRACT

Responsibilities of nonurban community colleges can appropriately embrace such activities and programs as short courses, workshops, seminars, conferences, civic action programs, paraprofessional training, counseling, career retraining, and other community oriented programs. These colleges and the communities they serve have special characteristics--financial, socioeconomic, geographic, and otherwise--which set them apart from urban settings. Steps toward State and Federal financial aid, more effective faculty and student involvement, better coordination and cooperation in program planning, greater attention to needs among the rural poor, wider outreach through extension and other means, new course sequences, and sharing of facilities with the community, deserve consideration. Research is needed on the needs and potential of nonurban communities, the characteristics and situation of administrative personnel and faculty, and related topics. This is the first in a series of reports designed to communicate the results of research and program activities of the Kellog Community Services Leadership Program. (The document includes six references.) (LY)

ED 045948

RESEARCH AND REPORT SERIES

June 1970
Report No. 1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

COMMUNITY SERVICES PROGRAMS IN NON-URBAN COMMUNITY COLLEGES

By Wally Hamrick

AC 008 969

KELLOGG COMMUNITY SERVICES
LEADERSHIP PROGRAM
MICHIGAN STATE UNIVERSITY

1

ED045948

PREFACE

The purpose of this series of reports will be to share with interested readers the results of research and program activities of the Kellogg Community Services Leadership Program. This first report in the series, written by Dr. Wally Hamrick, is drawn from his recently completed doctoral dissertation. He has selected descriptive information about community services in non-urban community colleges which he felt would be helpful, particularly to those working in that setting.

Dr. Hamrick is Dean of Student Personnel Services at West Shore Community College, Scottville, Michigan. He has been an intern in the Kellogg Community Services Leadership Program, and had experience as a teacher, counselor, and school administrator prior to joining the staff at West Shore Community College.

Gunder A. Myran
Associate Professor of Higher Education
Michigan State University
Research and Report Series Editor

COMMUNITY SERVICES PROGRAMS
IN NON-URBAN COMMUNITY COLLEGES

by Wally Hamrick

TABLE OF CONTENTS

Introduction 1

The Non-Urban Setting. 1

Community Colleges--A President's View 2

A Commitment to Community Services 3

Community Services Dimensions. 4

Community Services Activities in the Non-Urban Setting 6

Short Courses. 6

General Offerings 6

Some Unique Offerings 6

Offerings for Business and Industry 7

Workshops and Seminars 7

Workshops 8

Seminars. 8

Conferences. 8

Other Community-Oriented Programs. 9

Unique Characteristics of the Non-Urban Community College and Its Community. 11

The Non-Urban Community: Opportunities, Not Problems. 13

Recommendations. 15

COMMUNITY SERVICES PROGRAMS IN NON-URBAN COMMUNITY COLLEGES

Introduction

The Non-Urban Setting

Studies of the small, non-urban community college have been in large measure overlooked in favor of a concentrated effort to explore the urban community college and its challenges. The American Association of Junior Colleges recognized this fact in its recent publication 100,000 and Under: Occupational Education in the Rural Community Junior College:

> AAJC itself has directed programs and funds to the urban colleges to help solve the problems of the metroplex, yet 600 of the nation's 1,000 community colleges are non-urban. The median enrollment for all public community colleges in the United States is about 1,500 students. Only 21 percent of the community junior colleges enroll over 3,000 students.[1]

This realization that small, non-urban community colleges constitute 60 percent of our nation's community colleges indicates that a concerted effort should be directed toward thorough studies of those institutions.

In the non-urban setting, the community college can become the educational and cultural center of the community. The non-urban community college can be a vital influence in directly or indirectly providing for basic community needs; specifically, the community services dimension,

---

[1]AAJC. 100,000 and Under: Occupational Education in the Rural Community Junior College. Washington, D.C.: AAJC, 1968, Introduction.

with its commitment to developing personal and community improvement programs, can serve many community needs unmet by traditional collegiate degree programs.

Community colleges, being both of and for the community, have responsibilities which are as broad and as complicated as the community itself. Their functions extend into or touch upon almost every aspect of community life. As Thomas E. O'Connell has suggested in his Community Colleges--A President's View:

> Our colleges are assumed to be the opposite of the "ivory tower" institutions. One of our missions is to serve the community, to be the educational and cultural focal points in our regions: hence the name "community college."[2]

The emerging challenge of community services manifests itself in a variety of programs that focus on community involvement of the community college in cooperation with other agencies. In-plant programs for industry, in-service training for employees of community agencies, cooperative educational programs with community agencies, and projects serving low-income groups are but a few programs which fall in this category. In addition, one may add the need for such programs (particularly in the non-urban area) as, workshops, conferences, short courses, institutes, and various other training experiences which are invaluable to the adult and out-of-school youth in this changing society as he strives to maintain his position, or seeks new, more rewarding opportunities.

---

[2]Thomas E. O'Connell, Community Colleges--A President's View, (Urbana: University of Illinois Press, 1968), p. 10.

A Commitment to Community Services

Increasingly, community colleges have developed community services programs with a professional staff prepared to carry forward programs which are significant and which have their own identity. This is less true, however, in small, non-urban institutions where community services activities are many times limited to evening classes for adults.

In spite of past shortcomings, the non-urban community college has begun to understand social action; it has begun to assume greater social responsibility in its community. As Gunder Myran, Michigan State University, has written:

> The decade of the 1960's has been characterized by sweeping social change, and it is in this period that community services have emerged as an identifiable component of the community college. Just as the development of transfer programs, vocational/technical programs, and student personnel programs have in turn been major efforts of community colleges throughout the nation, it now appears that community services are becoming the next major thrust in program development.[3]

The term "community" connotes a close relationship between the college and the life of the community; the college must look to the community for suggestions in program planning, and then design programs to serve its constituency. Such a response to the requirements of the particular region served can be a significant characteristic of the small, non-urban community college.

Non-urban community colleges have an ideal opportunity for commitment to the community services philosophy as they recognize and accept that by definition the community college has an obligation to: (1) become a center of community life by encouraging the use of college

---

[3]Gunder A. Myran, "The Structure and Development of Community Services Programs in Selected Community Colleges in the United States" (unpublished Ph.D. dissertation, Michigan State University, 1969), p.3.

facilities and services by community groups; (2) provide educational services for all community groups which can utilize the special skills and knowledge of the college staff; (3) provide the community with the leadership and coordinative capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems; (4) contribute to the cultural, intellectual, and social life of the college district and the development of individual skills for the profitable use of leisure time.

Community Services Dimensions

Community services, the programs it provides and encourages, and the people it serves, take on a dimension which far exceeds a mere listing of course offerings. It is this dimensional concept which places community services in a challenging and exciting perspective.

The community, its needs and its resources, influences any attempt to designate community services responsibilities in the non-urban setting. The community college should become an extension of the community and its programs a reflection of community needs. The educational, occupational, and cultural horizons of the public will be raised as the college provides a functioning response to community needs as expressed by all segments of the population.

The community services philosophy should be incorporated in the philosophy, purposes, and objectives of the community college. This philosophy should be understood and accepted as a staff-wide commitment. As the college becomes a part of the community, community services provides the dimension which encourages community acceptance. The college becomes not only community-centered but also community-serving.

The non-urban community college should serve as a social innovator —active in inspiring consideration of new ideas and change. The college has the opportunity to provide leadership and resources in developing greater awareness of and movement toward solving local problems; the college is a major source of leadership in the rural community. Education of the community to the opportunities for change and the potentiality of the rural community becomes a college and community services responsibility.

The community college should serve as a vehicle which coordinates the activities of agencies and residents in reaching their goals. The college's resources, including community participation by the faculty and staff, personal contact which develops a closeness with the community, and direct services by community college resource personnel, are important facets of the community services dimension. Use of community advisory groups and identification of community leaders from every segment of the population, each developed with well-defined interest groups in mind, are basic to effective program planning.

The following is offered as a definition of community services in the non-urban setting:

> Community services in the non-urban community college setting refers to that dimension of the institution which serves as a leadership force in developing and coordinating college-community relations in response to community needs. In providing programs and facilities both on and off campus, this dimension responds to individual and community needs not generally served by the degree-directed curriculum. Through providing creative professional leadership and resources, extending communication and public information services, and encouraging community involvement, the community services dimension offers a breadth and depth of experience which serve to upgrade the educational, occupational, and cultural levels of the area, strengthen community support and acceptance of the community college, and inspire community self-help in solving local problems.

Community Services Activities in the Non-Urban Setting

The nature and scope of community services is dictated by the environment in which the community college is located. Community college administrators express the belief that community services activities for their non-urban areas may be limited only by the philosophy of their institution, the creative leadership provided, the involvement of the community, the financial support available, and the cooperative effort of other community organizations.

Community services activities which are appropriate for non-urban communities are described in the following sections.

Short Courses

Short courses may be regarded as involving three or more separate meetings of a group studying a specified topic.

> The More General Offerings: Property Evaluation; Tax Assessment; Trusts, Securities, and Stocks; Investments; Hotel/Motel Management and Services; Retail Business (from clerk to management); Real Estate; Insurance; Tax Forms Completions; Environmental Control (air, water, population); Fire Safety; Law Enforcement; Recreation and Leisure Time Activities; Avocational interests (from snowmobiling to wig styling); Land Use (potentials and management).
>
> Some Unique Offerings: . . . developing a series of non-credit vocational short courses based exclusively upon the demands of increased tourist trade. For some, these courses may upgrade skills in the recreational and conservation fields, for others, such courses may lead to degree-directed programs in outdoor education, natural resources, etc. . . . utilizing geographical location in a summer camping and recreational area to build a series of short courses around the outdoor theme. (For example, offering Outdoor Camping, including traveling, hunting, fishing information; Camp Counseling and Leadership; Youth Leadership for 4-H leaders, churches, etc.; Natural Resources; and Recreation for You and the Family)

. . . Nursing courses, offered as short courses by the community college and local medical centers may be provided in areas such as Medications and Geriatric Care. These courses provide post-graduate refresher and upgrading opportunities, as well as paraprofessional level training for nursing home aides and practical nurses. . . . Expanded efforts in Public Health Education might provide short course opportunities on such topics as Pollution Problems and Pesticides. . . . Short courses for women are a real possibility in the non-urban community colleges. In addition to such courses as Home Management, Child Care, Powder Puff Mechanics, provisions can be made for developing Child Care Centers on campus. Not only would this permit attendance by mothers, but the centers could be coordinated with nursing, elementary education, and teacher aide programs at the community college. . . . In those communities which do not have community school programs or adult education administered by the public school system, the non-urban community college must accept this responsibility. Basic Adult Education and Adult Driver Education tend to be well attended and heavily requested.

Offerings for Business and Industry. Generally offered as six- to eight-week courses, these offerings fulfill a basic need for retraining, upgrading, and supervisory training:

> Skilled trades short courses (relevant to the area); Upgrading to meet license requirements (such areas as plumbing code, electrical code, cosmetology); Generalist level short courses (includes small engine repair, snowmobile maintenance, construction, "Do it yourself" handyman courses, welding, gas station operation,--bookkeeping, management); Other occupational needs courses (including machine shop, auto mechanics, law enforcement, business management, lumber grading, food services, air conditioning, fruit processing, diesel tractors and equipment repair.)

Workshops and Seminars

Workshops and seminars generally consist of one to two sessions, although these are often day-long affairs. Local resource people, as well as visiting "experts," are utilized in presenting programs of community concern. These programs are directed toward specific interest

groups in most instances; such as: public school faculty and administration, law enforcement personnel, health services and medical staffs, community development groups, etc. Workshops may include:

> Community Services In-Service Workshop for faculty, students, and administration in the fall planning schedule of their institution. (Faculty support of the community services dimension is essential in the small, non-urban community college.) . . . In-Service Workshops for Area Counselors may be offered at non-urban community colleges. Secondary school counselors, community school directors, employment agency counselors, representatives from business and industry, and any other organizations related to counseling and guidance, may be invited to attend. Outcomes of such workshops may include: (1) development of an Area Counselor's Association; (2) orientation of local counselors to educational and occupational opportunities in the area; (3) development of a Handbook of Referral Agencies to minimize duplication of counseling services, and (4) evaluation of present services and planning for future needs.
>
> Seminars which are offered in the non-urban community colleges include:
>
> Middle Management; World Affairs; Federal Aeronautical Association; FAA Aviation Ground School; Recreation (Angling, Bow Hunting, Camping, etc.); Human Relations Training.
>
> . . . Community Action-Community Development Seminars. The rural community often needs new industry, more doctors, better housing, etc. Local leaders may be brought together to study and play for using the potential of the area.
> . . . Transportation and Communication Seminars. Rural communities are constantly faced with the lack of assessibility as a result of limited transportation and communication services. Representatives from throughout the area may participate in reviewing needs and suggesting alternative solutions.

Conferences

The term conference generally connotes a more elaborate series of meetings than is presented in a workshop or seminar program.

However, in the non-urban community college at the present time the lack of housing and food services facilities restricts the use of "conference" to programs of one- or two-day longevity; much like workshops. There is really little to distinguish these terms, and usage seems to depend on local preference. A number of conferences which may be offered in the non-urban setting:

> Soil Conservation Conference; Librarian Conference, Small Business Management Conference (informational and training sessions, area coordination to create new image for small business); Numerical Control Conference; Air Safety Conference; Air Conditioning Conference (upgrade local dealerships in sales and maintenance); Environmental Control or Ecology Conferences.

Other Community-Oriented Programs

> . . . Civic Action Programs may include such activities as public information and coordination services as part of a community-wide project to eliminate junk cars from area streets and property, projects to create playgrounds and other public facilities, or clean-up-paint-up campaigns.
>
> . . . Portable Classrooms are presently being utilized by some community colleges for in-plant courses and public information services. A van-type vehicle can provide for any number of upgrading opportunities through-out the service area.
>
> . . . Cluster Training is important in such areas as construction since rural construction workers must not only be carpenters but must also dig cesspools, put on roofs, do electrical wiring and plumbing, and probably paint the completed product.
>
> . . . Career Retraining for displaced, unskilled workers is particularly important in areas where lumber, mining, or agricultural industries have disappeared. Many older workers in rural areas are facing this dilemma.
>
> . . . Coordination of Secondary-Post Secondary Programs is a major need in rural areas particularly in occupational education fields.

K-12 ADULT ED. PROGRAMS
COMMUNITY SCHOOL PROGRAMS (MOTT)

. . . One-year Certificate Programs can serve a real community need by producing qualified workers with a saleable skill after one year of study.

. . . Apprenticeship Programs which specifically match college programs with realistic local employment potentials provide practical route to employability.

. . . Training in Nursing Home Care and Operation is needed since the number of elderly residents in the non-urban community usually is substantial and the need for competent workers is very real.

. . . Paraprofessional Programs including teacher aides, nurses aides, and social workers aides are often needed in rural areas.

. . . Public Information Services are fundamental to establishing effective lines of communication within the college and throughout the community. The general educational upgrading of the non-urban area depends upon the ability of the community college to express the importance of education and the assessibility of the community college to all segments of the district. Adults, non-high school graduates, business and industry, alumni groups, all must be reached through every available media, such as: Newspaper "Quarterlies," radio programs (regularly scheduled), speakers bureaus, definitive mailing lists.

. . . "Culturally isolated" rural communities offer almost unlimited opportunities to be served by Cultural Enrichment Activities including: lecture series, film series, art exhibits, musical presentations, historical society activities, and summer art-theater programs.

. . . Extension Centers become essential in the rural setting because of transportation problems and driving distances. College level course offerings in off-campus centers throughout the community provide a reasonable solution.

. . . Community Counseling Services are essential for serving the non-urban residents, particularly the disadvantaged and elderly. The rural disadvantaged include the low-income white, migrant workers, minorities, and ex-migrants residing in the spread-out ghettos of the non-urban areas. The elderly population of the rural community may represent a considerable percentage of the total population. Counseling services which help such people lead happier and more productive lives can be a viable community service.

> . . . Community Development activities in the rural community may include such programs as: Wildlife and Soil Conservation; "Model" Outdoor Laboratory Development; Natural Resources; Recreation and Tourism; Industrial Growth Research, and Land Use Potential.

In brief, to be effective, community services in the non-urban community college must grow out of the lives of the people it serves - their vocational experiences; their economic problems; the nature and effectiveness of their community organizations; their concerns of health, welfare, education, and recreation; their relationships among themselves and with persons in other settings; their hopes and aspirations in terms of their educational, cultural, and occupational horizons. For the needs of society actually dictate the breadth and scope of educational programs. In the absence of adequate institutional responses, society may indeed create new organizations to carry out the required services.

Unique Characteristics of the Non-Urban Community College and Its Community

The non-urban community college is truly a focal point in the community; it is a new industry--a new outlook for the district; an inspiration for growth and prosperity. The visibility of the college in the rural setting is great. It becomes the resource center for new and innovative programs and approaches which otherwise may not be available.

Community colleges in the non-urban setting exhibit a number of unique characteristics which differ from those found in urban institutions. Included in those unique characteristics are the following:

In the non-urban setting, community college faculty members and administrators more likely will develop the "Gestalt" concept in viewing the total community college, its programs, and its community-

serving outlook. Faculty involvement is a primary consideration in establishing a community services program in a non-urban setting.

The financial support of programs is problematical in rural areas where student enrollment is small, and the potential for increased growth is limited. Regional approaches (i.e., cooperation with other colleges and agencies) are both feasible and necessary in the non-urban setting as small enrollments and budgets can be limiting factors.

CREDIT VS NON-CREDIT (STATE #)

Transportation problems and travel distances are greater for a higher percentage of the students in the non-urban setting.

Facilities provided by the community college in the rural areas may not be available from any other source in that community. Cultural and recreational facilities generally are very limited in the non-urban areas, particularly for major productions. Therefore, the college is more likely to share facilities and programs with community organizations and the total community.

By nature, non-urban communities are more stable, more conservative, and generally not accepting of rapid change. Young people leave the area and the elderly return. Parental influence is greater. New industry may sometimes be seen as a threat to the community as well as an opportunity for growth and economic expansion. The cultural level is less sophisticated and cultural interests are more narrow than in urban areas.

Personal educational interests take precedence over concern for sociological problems. There are fewer racial conflicts, less militancy.

The scope of educational programming of the local schools may be somewhat narrow, particularly in occupational offerings. Availability of counseling services may be limited.

Disadvantaged groups are less residentially concentrated; they live-in "spread-out ghettos." Approaches for reaching these groups demand creative leadership. Population density and age distribution differ in the urban and rural settings.

In the non-urban setting, the idea of higher education as a regular part of the community's daily life is newer; fewer adults think of attending college themselves or encouraging their children to do so. This makes the role of public information services very important.

Transportation and communication services are less efficient in the non-urban areas. These limited services influence economic growth in the area.

Geography, topography, natural resources, and land use potentials differ greatly from urban communities. Capitalizing upon scenic locations, climatic conditions, and large campus sites offers unlimited opportunities to the non-urban community colleges. Sections of the county, rather than neighborhoods, become the "action" areas in the rural community college district.

The Non-Urban Community: Opportunities, Not Problems

"More and more, the community college is inserting into the life stream of its people forces that can change, revise, unify, and stimulate the individual, the organization, and ultimately the tone of mind of the entire community."[5]

---

[5] Ervin L. Harlacher, "What's Past is Prologue," The Community Dimension of the Community College, Report to the American Association of Junior Colleges, November, 1967, p. 17.

The quality of life in a small community is largely dependent upon the degree to which its people are alert to developments on the challenging frontiers of today's world--and to the extent that they are actively involved in facing those challenges.

The concern in many college districts is that people do not recognize the possibilities of growth which exist. Some mistakenly look back at the "golden age" of the past, rather than toward the possibilities of the future. The progressive small community should possess a community pride which is fully integrated with a constant alertness to things that need to be done. (For some time now, large urban centers have been attempting to break down masses of population into "neighborhoods" so that they might recapture some of the qualities of the small town).

Certainly today's rural American society is becoming urbanized; it is undergoing transition from a relatively simple group life characterized by informality and intimacy to one which is more formally organized, more impersonal, and vastly more complex.

The community has become more fragmented and splintered. Organizations are now based upon interests rather than upon the locality or neighborhood group, and the variety of interests is increasing. In parts of non-urban American, the complexity of organized groups has become a burden upon the people who maintain them. Effective planning to bring about coordination of these groups is one of today's community services challenges.

> Effective community effort requires a coordination among various agencies, in the securing of which the school may well take the initiative.

> To this end, it is very important that the school's educational programs be related to the activities of the numerous other groups and institutions which compose the community.[6]

What is actually occurring is a synthesis, or blending, of the various phases of urban and rural living; and it is entirely possible for the small community to acquire many desireable characteristics in common with urban centers and still retain its distinctive country nature.

Recommendations

These recommendations, hopefully, may serve as guidelines that may be used as a broad frame of reference for the community services dimension in the non-urban setting.

STATUS PROFESSIONAL CLASSIFIED

1. Each community college should establish a full-time community services administrative position.

The small, non-urban community colleges, particularly the new institutions, are faced with attracting students, scheduling classes, hiring faculty, securing financial support, and other important concerns. Their administrative staff generally does not have time to develop adequate public information services, to encourage college-community relations, and to serve the expressed needs of the community not provided for by the regularly scheduled college programs.

There is a need for programs which are not a part of the degree-directed curriculum; to meet the demands for educational, occupational, and cultural enrichment for all segments of the community, creative leadership is essential.

---

[6]Lowry Nelson, "Education in a Changing Rural Life," Chapter II, Education in Rural Communities, Fifty-first Yearbook, Part II (Chicago: University of Chicago Press, National Society for the Study of Education, 1952), p.8.

2. Each community services administrator should actively seek financial support for community services programs from state and federal sources.

Administrators should become competent in preparing proposals and pursuing financial resources, striving for federal and state appropriations for services activities. Working closely with the college president and business manager, the community services administrator can communicate the college's proven commitment to serving community needs; verified in terms of community requests, public participation, and follow-up studies of the upgrading influence on the rural communities.

3. Faculty involvement in the planning, programming, and evaluation of community services activities should be encouraged and expanded in each institution.

The limited knowledge resources creates a need for increased faculty participation in community affairs. Developing a "community services attitude" may be a first step in encouraging faculty and staff to become community-oriented.

In-service programs for non-urban staffs should be developed. The problems of citizens in the local area should be emphasized; such elements as the learning and counseling needs of the rural, low-income, and migrant citizens have been overlooked too long.

The community college must seek a reputation of quality and dedication in all its endeavors. The community services activities are no exception. There should never be reason to rate community services as "second class" or as below the college curriculum standards. Faculty members particularly will appreciate these high standards of performance.

4. Community Services administrators should coordinate community services programs (whenever feasible) with related areas of the community college curriculum.

Faculty assistance is encouraged in planning programs. The thrust of the college and the community services dimension move together with the realization that planning of course offerings should move beyond a classroom and campus perception toward a local community perception.

5. Cooperative planning, programming, and evaluation with community groups and agencies should be expanded.

The non-urban community is composed of numerous special interest groups. Working with these interest groups may furnish a very productive input in developing effective programs.

Where cooperative planning with community groups must be increased, community services may serve as a coordinating office for educational and cultural activities.

6. Community Services administrators should provide coordinative leadership in "community action" activities which strive to solve community problems.

In the rural community the college has an opportunity to provide creative leadership in the public's quest for solutions to the area's changing needs. Community action groups may seek assistance in such issues as:

1. Financial aid for the disadvantaged.
2. Increased availability of low-cost housing.
3. Increased job opportunities.
4. Legal assistance for the poor.
5. Health services for the area; for the poor.
6. Attracting new industry; small business; tourism.
7. Developing recreational facilities.
8. Securing state and federal grants.

7. Community Services divisions should develop programs for and promote awareness of the unique problems of the rural disadvantaged.

Providing programs directed toward the needs of low-income groups is a community services priority. These programs must be based upon actual needs, not needs that "others" feel may be needs of the disadvantaged. This will necessitate the use of persons from low-income groups in program planning and development, perhaps at the paraprofessional level. "Native" counselors may be used in the field to make personal door-to-door contacts and in leading small group sessions to identify concerns which will lead to new programming.

Special programs which may be provided would include:

1. Leadership training for disadvantaged individuals and groups. (With the assistance of native counselors, identifying potential leaders in the disadvantaged community.)

2. Tutorial programs for poor and migrant young people which may utilize college students as tutors.

3. English for migrants/Spanish for employers.

4. Services which provide for related needs of the disadvantaged. (Transportation; costs of education; clothing; child care services; social experiences.)

5. Home Management Training (child care; meal planning; etc.)

8. Community Services administrators should capitalize on the unique characteristics of the non-urban setting.

The geographic location, the natural resources, the land use potential, the scenic beauty, the climatic conditions, the pace of life, the density of the population, the residents and their values, all must be incorporated in the programs developed within the community services dimension. Each factor should be a positive element in presenting effective activities.

9. Community Services divisions should promote the development of community counseling services.

These services should be available evenings, week-ends, and throughout the area.

10. Community Services divisions should expand and encourage community use of college facilities.

The college should arrange for meetings of community groups to be held on campus. Scheduling of public school, service club, medical, agricultural, business, industrial, and other organizational meetings should be a continuous process. Included might be promoting campus tours for senior citizens, public school children, and other community groups.

11. The Community Services dimension should not become isolated from the college community.

The functions and philosophy of community services must remain based, philosophically, in the community college as an entirety. No matter how sweeping the outreach responsibilities become; the community services dimension must never detach itself from other college areas. And it must never become too structured, nor too channeled; e.g., become primarily the public relations function of the institution.

12. Course sequences within the community services dimension should be developed.

The acceptance of this recommendation very likely will depend upon the answer to this question: Is it possible to structure course sequences in community services without discouraging adult participants? The rationale for this recommendation is based upon the increasing number of adults and non-high school graduates who are enrolling in community services offerings at non-urban community colleges. If course sequences were available, an individual might realistically "set his sights" on college attendance

upon completion of a "trial experience" in non-credit programs. The sequence concept would also insure more than a hodge-podge of unrelated experiences which may prove more discouraging than necessary. Effective counseling services are essential to the implementation of this recommendation.

13. Community services divisions should develop off-campus extension centers throughout the district.

Extension course opportunities should be developed. These efforts should be closely coordinated with community schools, adult education programs, and four-year colleges serving the area. Consolidation of participants from neighboring towns may be necessary to insure minimum class requirements. Faculty from nearby four-year colleges may serve as instructors when necessary. Visiting "experts with a briefcase" are generally well-accepted and offer quality courses in extension centers.

Extension centers often serve to strengthen the public information opportunities of the community college as well.

14. Community Services administrators should communicate with and involve students.

Generally, students are not aware of community services opportunities, but are enthusiastic in supporting and participating in programs which they recognize as serving community needs. Students from migrant or disadvantaged homes may serve as excellent "counselors" in developing programs for those segments of the population. Students may serve as campus tour guides; counselors; tutors; advisors for film series, plays; speakers bureau participants; and as participants in community action projects.

REFERENCES

1. AAJC. 100,000 and Under: Occupational Education in the Rural Community Junior College. Washington, D. C.: AAJC, 1968, Introduction.

2. O'Connell, Thomas E. Community Colleges--A President's View. Urbana: University of Illinois Press, 1968, p. 10.

3. Myran, Gunder A. "The Structure and Development of Community Services Programs in Selected Community Colleges in the United States," Unpublished dissertation. Michigan State University, 1969, p. 3.

4. Hoiberg, Otto G. Exploring the Small Community. Lincoln: University of Nebraska Press, 1955, p. 11.

5. Harlacher, Ervin L. "What's Past is Prologue," The Community Dimension of the Community College. Report to the American Association of Junior Colleges, November, 1967, p. 17.

6. Nelson, Lowry. "Education in a Changing Rural Life," Chapter II Education in Rural Communities, Fifty-first Yearbook, Part II, Chicago: University of Chicago Press, National Society for the Study of Education, 1952, p. 8.

Community Services Programs In

Non-Urban Community Colleges

Wally Hamrick

Kellogg Community Services

Leadership Program

Michigan State University

Report No. 1 - 1970

Suggestions for Future Research

On the basis of the analysis of the data of this study, suggestions for future research are presented as follows:

1. A study of the background of residence and experience (educational, occupational, professional) of faculty and administrators in the nonurban community college would be helpful. The answers to such questions as the following may be sought: How much and in what manner are attitudes of faculty and administration influenced by their experiential frame of reference? Is there a tendency for faculty and administration to become "ingrown" in the nonurban community college? Compare urban and rural tendencies. Are local (home town) faculty members less likely to be innovative and to seek change in their teaching-learning procedures?

2. A study of the characteristics and credentials of community services administrators is needed. Are there discernible patterns evolving throughout the state, the region, the nation in the selection of these administrators, and their subsequent leadership of the community services dimension. Develop administrative guidelines for rural and urban community services programs.

3. A study of faculty commitment to community services. How well do faculty understand and accept the community services philosophy? How may this commitment be strengthened? Are there significant differences between the attitudes of academic and occupational faculty regarding community services?

4. A study of community services faculty. Sources of recruitment; salaries; evaluation; etc. Develop an in-service program for general and specific community

services offerings.

5. A study of nonurban communities, their needs and their potentials, would be very useful. Such a study could be replicated in several communities to determine commonalities and divergencies of needs with respect to the nature of the community (agricultural, industrial, recreational, etc.) and the nature of the residents (age distribution, educational-occupational-economic levels, etc.). Community needs analyses are very limited in the nonurban community colleges at the present time. Guidelines for developing definitive surveys are needed.

6. A study of the role of the university in the community services dimension of the community college. What are the expectations of the community college with the respect to university cooperation? What services can the university offer? Develop programs for community college-university cooperation within the community services dimension.

7. A study based upon developing a state plan for financing community services and community college programs is needed.

8. A study of the disadvantaged population served by the nonurban community college: the poor, the migrant, the unemployed and underemployed, minority groups and others. Explore opportunities for financial support of programs; analyze community services and community action opportunities for the rural college district.

9. THE ROLE OF K-12 ADULT ED, COMMUNITY SCHOOL PROGRAMS, AND C.C. COMMUNITY SERVICES ACTIVITIES. (COORDINATIVE - COOPERATIVE ACCOUNTABILITIES)

ERIC Clearinghouse
FEB 11 1971
on Adult Education